

APPENDIX B
(F)
Observational Protocol
(Short Form)

Observation Protocol Short Form

	I. Lesson Segments Involving Routine Events	
Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?		
1. Providing clear learning goals and scales to measure those goals (e.g. the teacher provides or reminds students about a specific learning goal)	Notes	
		<input type="checkbox"/> I(4) <input type="checkbox"/> A(3) <input type="checkbox"/> D(2) <input type="checkbox"/> B(1) <input type="checkbox"/> NU(0)
2. Tracking student progress (e.g. using formative assessment the teacher helps students chart their individual and group progress on a learning goal)	Notes	
		<input type="checkbox"/> I(4) <input type="checkbox"/> A(3) <input type="checkbox"/> D(2) <input type="checkbox"/> B(1) <input type="checkbox"/> NU(0)
3. Celebrating student success (e.g. the teacher helps student acknowledge and celebrate current status on a learning goal as well as knowledge gain)	Notes	
		<input type="checkbox"/> I(4) <input type="checkbox"/> A(3) <input type="checkbox"/> D(2) <input type="checkbox"/> B(1) <input type="checkbox"/> NU(0)
Design Question #6: What will I do to establish and maintain classroom rules and procedures?		
4. Establishing classroom rules and procedures (e.g. the teacher reminds students of a rule or procedure or establishes a new rule or procedure)	Notes	
		<input type="checkbox"/> I(4) <input type="checkbox"/> A(3) <input type="checkbox"/> D(2) <input type="checkbox"/> B(1) <input type="checkbox"/> NU(0)
5. Organizing the physical layout of the classroom for learning (e.g. the teacher organizes materials, traffic patterns, and displays to enhance learning)	Notes	
		<input type="checkbox"/> I(4) <input type="checkbox"/> A(3) <input type="checkbox"/> D(2) <input type="checkbox"/> B(1) <input type="checkbox"/> NU(0)
	II. Lesson Segments Addressing Content	
Design Question #2: What will I do to help students effectively interact with new knowledge?		
1. Identifying critical information (e.g. the teacher provides cues as to which information is important)	Notes	
		<input type="checkbox"/> I(4) <input type="checkbox"/> A(3) <input type="checkbox"/> D(2) <input type="checkbox"/> B(1) <input type="checkbox"/> NU(0)
2. Organizing students to interact with new knowledge (e.g. the teacher organizes students into dyads or triads to discuss small chunks of content)	Notes	
		<input type="checkbox"/> I(4) <input type="checkbox"/> A(3) <input type="checkbox"/> D(2) <input type="checkbox"/> B(1) <input type="checkbox"/> NU(0)

3. Previewing new content (e.g. the teacher uses strategies such as: K-W-L, advance organizers, preview questions)	Notes	
		I(4)A(3)D(2)B(1)NU(0)
4. Chunking content into “digestible bites” (e.g. the teacher presents content in small portions that are tailored to students’ level of understanding)	Notes	
		I(4)A(3)D(2)B(1)NU(0)
5. Group processing of new information (e.g. after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)	Notes	
		I(4)A(3)D(2)B(1)NU(0)
6. Elaborating on new information (e.g. the teacher asks questions that require students to make and defend inferences)	Notes	
		I(4)A(3)D(2)B(1)NU(0)
7. Recording and representing knowledge (e.g. the teacher ask students to summarize, take notes, or use non-linguistic representations)	Notes	
		I(4)A(3)D(2)B(1)NU(0)
8. Reflecting on learning (e.g. the teacher asks students to reflect on what they understand or what they are still confused about)	Notes	
		I(4)A(3)D(2)B(1)NU(0)
Design Question #3: What will I do to help students practice and deepen their understanding of new knowledge?		
9. Reviewing content (e.g. the teacher briefly reviews related content addressed previously)	Notes	
		I(4)A(3)D(2)B(1)NU(0)
10. Organizing students to practice and deepen knowledge (e.g. the teacher organizes students into groups designed to review information or practice skills)	Notes	
		I(4)A(3)D(2)B(1)NU(0)
11. Using homework (e.g. the teacher uses homework for independent practice or to elaborate on information)	Notes	
		I(4)A(3)D(2)B(1)NU(0)
12. Examining similarities and differences (e.g. the teacher engages students in comparing , classifying, creating analogies and metaphors)	Notes	
		I(4)A(3)D(2)B(1)NU(0)

13. Examining errors in reasoning (e.g. the teacher asks students to examine informal fallacies, propaganda, bias)		Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)	
14. Practicing skills, strategies, and processes (the teacher uses massed and distributed practice)		Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)	
15. Revising knowledge (e.g. the teacher asks students to revise entries in notebooks to clarify and add to previous information)		Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)	
	Design Question #4: What will I do to help students generate and test hypotheses about new knowledge?							
16. Organizing students for cognitively complex tasks (e.g. the teachers organizes students into small groups to facilitate cognitively complex tasks)		Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)	
17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g. the teacher engages students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks)		Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)	
18. Providing resources and guidance (e.g. the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)		Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)	
	III. Lesson Segments Enacted on the Spot							
	Design Question #5: What will I do to engage students?							
1. Noticing and reacting when students are not engaged (e.g. the teacher scans the classroom to monitor students' level of engagement)		Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)	
2. Using academic games (e.g. when students are not engaged, the teachers uses adaptations of popular games to reengage them and focus their attention on academic content)		Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)	
3. Managing response rates during questioning (e.g. the teacher uses strategies to ensure that multiple students		Notes						

respond to questions such as: response cards, response chaining, voting technologies)			I(4)	A(3)	D(2)	B(1)	NU(0)
4. Using physical movement (e.g. the teacher uses strategies that require students to move physically such as: vote with your feet, physical reenactments of content)	Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)
5. Maintaining a lively pace (e.g. the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)	Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)
6. Demonstrating intensity and enthusiasm (e.g. the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content)	Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)
7. Using friendly controversy (e.g. the teacher uses techniques that require students to take and defend a position about content)	Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)
8. Providing opportunities for students to talk about themselves (e.g. the teacher uses techniques that allow students to relate content to their personal lives and interests)	Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)
9. Presenting unusual or intriguing information (e.g. the teacher provides or encourages the identification of intriguing information about the content)	Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)
Design Question #7: What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?							
10. Demonstrating “withitness’ (e.g. the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately)	Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)
11. Applying consequences (e.g. the teacher applies consequences to lack of adherence to rules and procedures consistently and fairly)	Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)
12. Acknowledging adherence to rules and procedures (e.g. the teacher acknowledges adherence to rules and procedures consistently and fairly)	Notes						
			I(4)	A(3)	D(2)	B(1)	NU(0)

Design Question #8: What will I do to establish and maintain effective relationships with students?

13. Understanding students' interests and backgrounds (e.g. the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussions with students)	Notes					
			I(4)	A(3)	D(2)	B(1) NU(0)
14. Using verbal and nonverbal behaviors that indicate affection for students (e.g. the teacher uses humor and friendly banter appropriately with students)	Notes					
			I(4)	A(3)	D(2)	B(1) NU(0)
15. Displaying objectivity and control (e.g. the teacher behaves in ways that indicate he or she does not take infractions personally)	Notes					
			I(4)	A(3)	D(2)	B(1) NU(0)

Design Question #9: What will I do to communicate high expectations for all students?

16. Demonstrating value and respect for low expectancy students (e.g. the teacher demonstrates the same positive affective tone with low expectancy students as with high expectancy students)	Notes					
			I(4)	A(3)	D(2)	B(1) NU(0)
17. Asking questions of low expectancy students (e.g. the teacher asks questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students)	Notes					
			I(4)	A(3)	D(2)	B(1) NU(0)
18. Probing incorrect answers with low expectancy students (e.g. the teacher inquires into incorrect answers with low expectancy students with the same depth and rigor as with high expectancy students)	Notes					
			I(4)	A(3)	D(2)	B(1) NU(0)